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ABSTRACT

Reported is the 1973-1974 evaluation of a junior high school resource room model for eight educable mentally retarded (EMR) and 18 mildly educationally handicapped students. Discussed is evaluation design including performance comparison of the resource room EMR students and traditional special students (controls), comparison of absentee rates of resource room and grade 7 students, and previously established objectives consisting of significant gains in self-concept, reading, and arithmetic. Reported are data collection procedures, and given for the objectives are the following major results: (1) neither the eight EMR students nor controls made significant gains in self-concept and thus the first objective was not achieved; (2) 15 of 19 resource room students made significant gains on a standardized reading test (resource students made significantly greater gains than controls), (3) 18 of 19 students made positive gains (ranging from 4 percent to 210 percent) in reading comprehension on a modified-standardized test, (4) 17 of 19 students made positive gains on a standardized arithmetic test (resource room students made significantly greater gains than controls), and (5) 16 of 19 resource students made positive gains (from 1 percent to 91 percent) on a nonstandardized arithmetic test. Results of attendance rate comparison are given to indicate a mean number of 5.15 absences for resource room students and of 6.48 absences for the grade 7 population. Data from a questionnaire show that parents were favorable toward the program and desired program continuation. A 2-year statistical summary is presented in tabular form. (MC)

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SECOND YEAR EVALUATION OF THE RESOURCE ROOM FOR THE EDUCABLE MENTALLY IMPAIRED AND THE LOW ACHIEVING STUDENT

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FOR SCHOOL YEAR 1973-1974

PORTAGE PUBLIC SCHOOLS

EVALUATION AUTHOR - JOHN H. HOEK

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INTRODUCTION

During the 1972-1973 school year, the Portage Public School System received state, intermediate and local approval for the implementation of an experimental "resource room" program. Representing a mutual committment by both general and special education, this pilot project was initiated in September, 1972, at North Junior High School in Portage, Michigan.[1]

At the conclusion of the first year of operation, both objective and subjective data clearly indicated the desireability of continuing this program.[2] A second year application was therefore submitted and approval was again granted for the 1973-1974 school year.[3]

The information contained in this report represents an analysis of project results as evaluated at the conclusion of the second year of operation.

Also included at the end of the report is a two year summary of evaluated program factors in profile form.

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[1]For a detailed description of this project see "Resource Room for the Educable Mentally Handicapped and the Opportunity Group Student", John H. Hoek, Portage Public Schools, Portage, Michigan, June, 1972.

[2]See "Summary and Evaluation of the Resource Room for the Educable Mentally Handicapped and the Opportunity Group Student", John H. Hoek, Portage Public Schools, Portage, Michigan, May, 1973.

[3]See "Second Year Application for Approval of a Resource Room for the Educable Mentally Handicapped and the Opportunity Group Student", John H. Hoek, Portage Public Schools, Portage, Michigan, August, 1973.

OVERVIEW OF PROJECT EVALUATION DESIGN

Evaluation Design. To determine the overall effect of this program on student performance, several evaluation procedures were utilized. Such procedures were specifically designed to measure student progress as stated in five clearly defined performance objectives which appear below.

By using appropriate standardized and teacher prepared evaluation instruments, each objective was evaluated on a pre and post test basis. Students were first tested upon entering the program in September, 1973. Follow-up testing was completed six months later (March, 1974).

In addition, the performance of the eight educable mentally impaired students who participated in the resource room program were compared to a "control group" of Type A students who were enrolled in a more traditional special education setting at Portage West Junior High School. Such comparisons were made for performance objectives #1, #2 and #4 only.

Finally, a new dimension of the evaluation design consists of comparing the attendance rates of resource room students to the seventh grade population as a whole.

A subjective evaluation of student performance was also gathered. This information was collected through the utilization of a "questionnaire" which was sent to parents.

Reports on all the above are presented as parts of the discussion of each objective that follows.

Performance Objectives. The following performance objectives were subjected to the evaluation design summarized above:

(1) Given one year of resource room participation, the Type A student will score significant gains on a self-concept inventory (as indicated by pre and post test scores).

(2) Given one year of resource room participation, the student will score significant gains of at least six months on a standardized reading test.

(3) Given one year of resource room participation, the student will score testable positive gains on a modified, standardized test of reading comprehension.

(4) Given one year of resource room participation, the student will score significant gains of at least six months on a standardized arithmetic test.

(5) Given one year of resource room participation, the student will score significant gains (as indicated by comparative pre and post test scores) on a teacher developed math test.

An evaluation of each performance objective appears in the following sections of this report.

EVALUATION OF PERFORMANCE OBJECTIVE #1:

IMPROVEMENT OF SELF-CONCEPT

Procedure: In September, 1973, all students enrolled in the resource room program were administered the Piers-Harris Children's Self Concept Scale (Counselor Recordings and Tests, C1959).[4] This test consists of eighty statements which reflect concerns that children have about themselves. The statements were read orally and students circled "yes" on test blanks if the item was true for them and "no" if it was not. Raw data that was obtained was converted into percentile scores. The same test and procedure were repeated in March, 1974. Test results, therefore, reflect a time span of only six months.

For purposes of this report, only the data pertaining to the eight (8) educable mentally impaired students enrolled in this program appears below since performance objective #1 specifically pertained to this group. Data concerning the remaining students, however, has been compiled and is available upon request.

Results: The pre and post test scores appear in Chart A. The following information can be gleaned from Chart A.

(a) Pre-test scores (presented in percentile ratings) ranged from a low of 15 to a high of 97. The mean score is 60.

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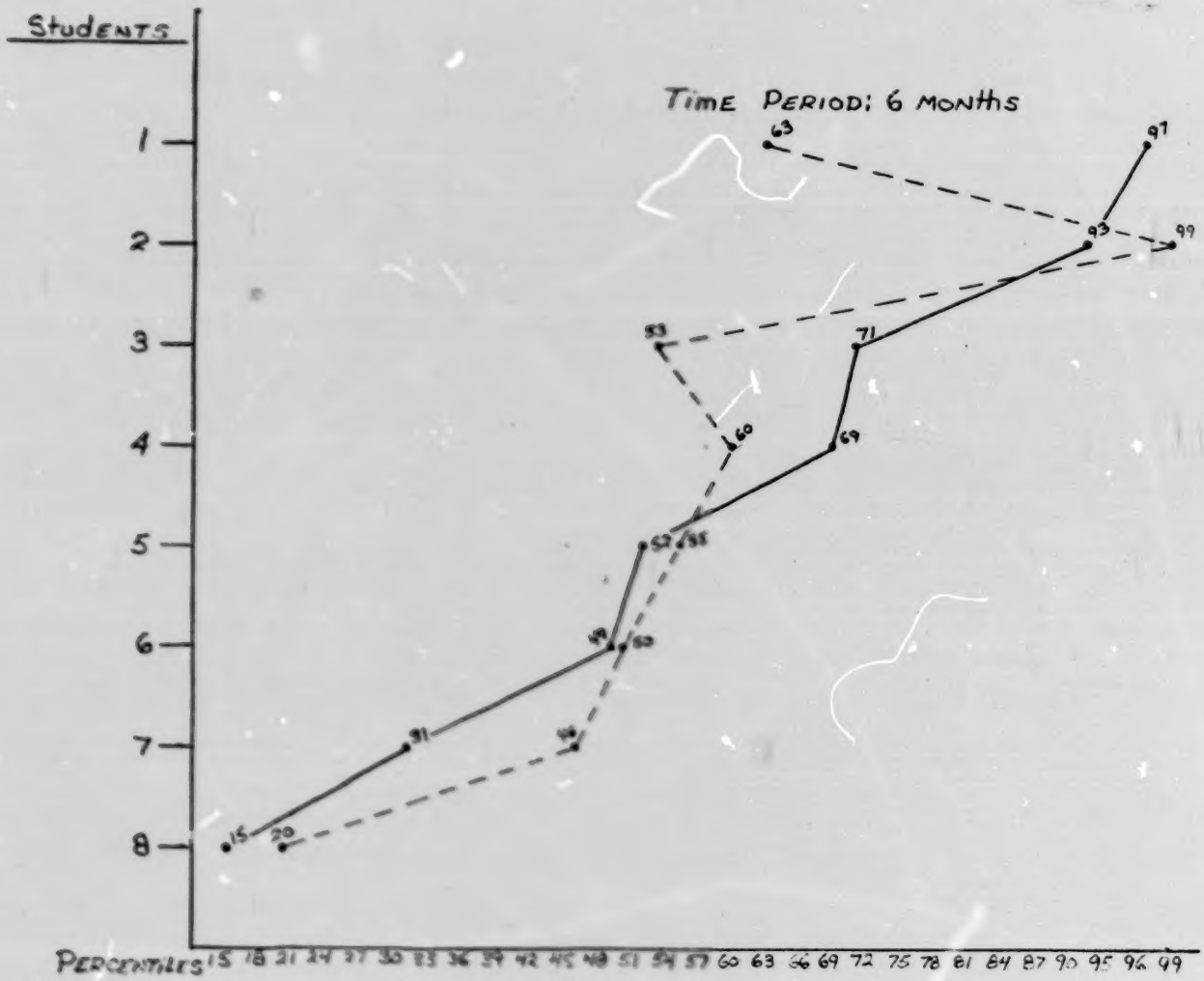
[4]For information concerning the standardization, reliability, validity, etc., of this scale, refer to Ellen Pier's Manual for the Children's Self-Concept Scale, Counselor Recordings and Tests, Nashville, Tennessee, 1969, p.5.

Chart A.

Piers-Harris Children's Self-Concept Scale

(Pre + Post Test Scores)

E. M. I. Students Only



—— Pre Test Scores (Sept., 1973)

--- Post Test Scores (March, 1974)

(b) Post test scores ranged from a low of 20 to a high of 99 with the mean score established at 56.

(c) Of the eight students, five made post test gains and three scored lower than their pre-test scores.

Conclusions: The designer of this test recommends that individual changes in score of less than 10 points be considered insignificant. On the basis of the above data, only one student, or 13% of the population under study, made a significant change in self-concept in a positive direction (+15).

It is concluded, therefore, that the goal as stated in performance objective #1 has not been achieved.

A possible explanation for small positive score gains and/or dramatic decrease in scores may be attributed to the tendency of students to rate themselves more realistically after any given period of time. In the resource room setting, E.M.I.* students are exposed to "normal" students and "mainstream" school participation. Such interaction may well influence student appraisal of himself which, in terms of the test, would lower scores especially if the original appraisal was made by the child who was comparing himself to only other E.M.I. peers.

Comparison of Resource Room and Control Group Students

Procedure: Resource room students were compared to a similar group of seven educable mentally impaired students enrolled in a more traditional Type A program. These seven students represent a control group and were subjected to the same pre and post test procedure indicated above.

*Educable Mentally Impaired

Results: Table I indicates the results of pre and post testing for both resource and control groups.

COMPARATIVE RESULTS OF SELF CONCEPT SCORES FOR RESOURCE ROOM STUDENTS AND THE CONTROL GROUP

TABLE I

RESOURCE				CONTROL			
S	Pre	Post	Gain/Loss	S	Pre	Post	Gain/Loss
1	97	63	-34	1	56	73	+17
2	99	93	-6	2	52	48	-4
3	71	53	-18	3	68	59	-7
4	69	60	-9	4	63	52	-11
5	52	55	+3	5	56	57	+1
6	49	50	+1	6	45	41	-4
7	31	46	+15	7	46	59	+13
8	15	20	+5				

Conclusions: Data from Table I suggests the following conclusions:

(1) As a group, neither the resource room nor the control students displayed significant positive gains in the area of self-concept improvement. The control group students average score was +.75 as compared to the resource room average score of -5.38.

(2) Individual scores suggest that control group students made somewhat greater positive scores than did individual resource room students.

(3) Average positive gains of control group students was +10.33, as compared to positive gains of resource room students of +6.00.

(4) Individual scores also suggest that in cases where students scored lower on the post test, resource room students tended to score significantly lower than control group students.

(5) In accepting the recommended 10 point change by the designers as significant, it would be safe to conclude that on the basis of the Pier-Harris Self Concept Test, more students enrolled in the control group made positive and significant gains in self concept than did their resource room counterparts.

EVALUATION OF PERFORMANCE OBJECTIVE #2:

IMPROVED READING ABILITY - STANDARDIZED TEST

Procedure: In September, 1973, all students enrolled in the resource room program were administered the Wide Range Achievement Test (Guidance Associates, c1965).[5] The reading section of this test consists of a group of words which are read orally by the student to the examiner. It is, therefore, primarily a test of word recognition. Raw scores achieved by each student were converted to grade level equivalents. The same subtest and procedure were repeated in March, 1974. Test results, therefore, again reflect a time span of only six months.

For purposes of this report, data concerning reading growth, as indicated on a standardized test instrument, appears only for those students who participated in the resource room program for the full six months. Data concerning students who either moved from the school district or were enrolled later than September 30, 1973, is available upon request.

Results: The pre and post test scores for the nineteen students who were enrolled in this phase of the program for at least six months appear in Chart B.

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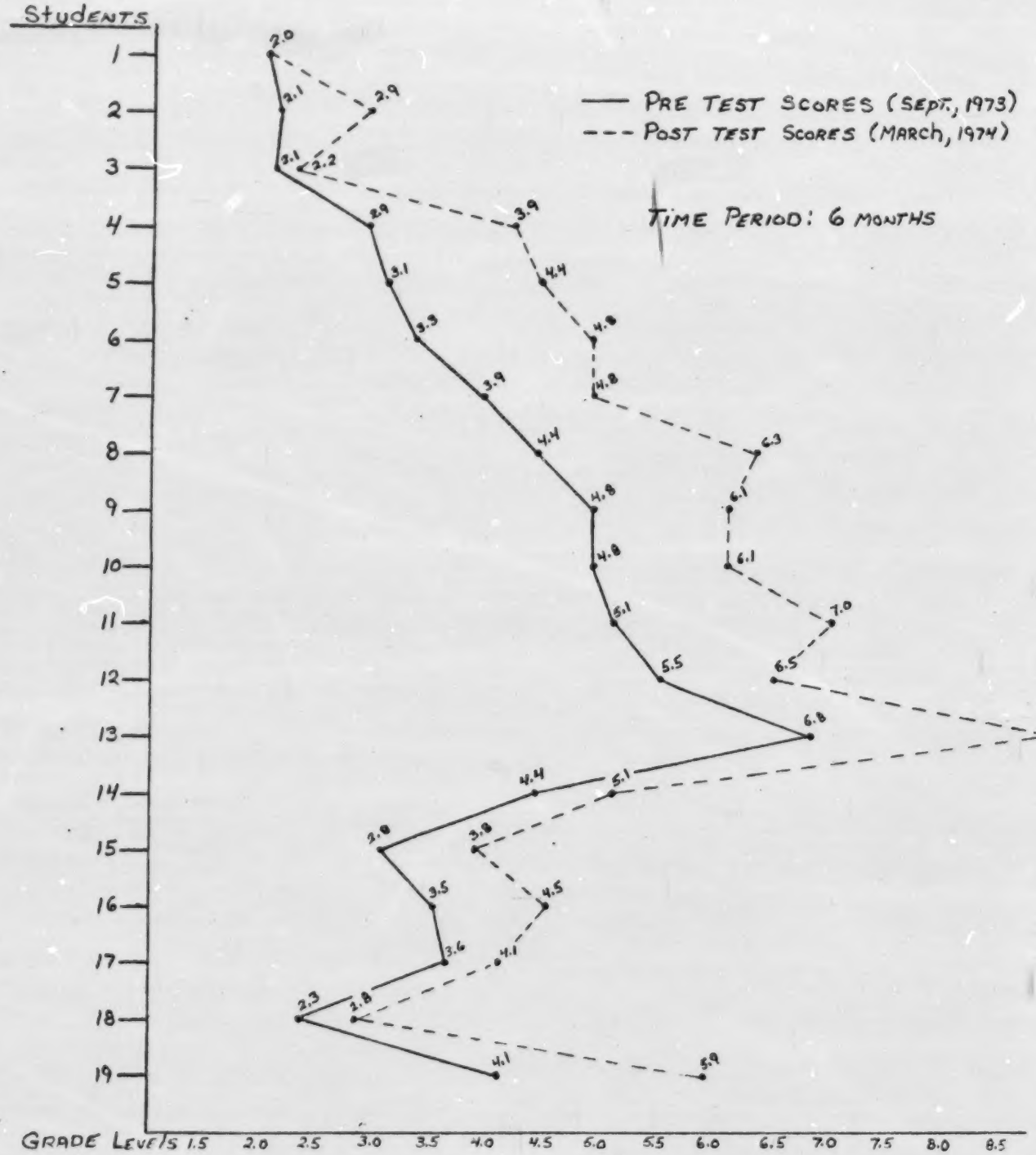
[5]For information concerning the standardization, reliability, validity, etc., of this test, refer to J. F. Jastak and S. R. Jastak, Manual, The Wide Range Achievement Test, Guidance Associates, Deleware, c1965.

Chart B.

Wide Range Achievement Test

(Reading Subtest)

Pre + Post Test Scores



This data indicates that pre test scores (grade equivalents) ranged from a low of 2.0 to a high of 6.8. The mean score was 3.8.

Post test scores ranged from a low of 2.0 to a high of 9.7 with a mean score of 4.9.

The data also indicates that eighteen students made positive gains and that only one student scored the same as the pre test score.

Conclusions: Performance Objective #2 called for testable reading growth of six months. As this data indicates, fifteen students or 83% of the sample population, achieved or exceeded this stated objective. Three students made positive gains less than six months and one student scored the same as the pre test score. No student scored lower than originally tested. The average growth for all students was +11 months!

The foregoing data suggests that in terms of the stated objective which required reading growth of six months as demonstrated on a standardized test, significant progress was achieved. Such a growth rate is enhanced by the fact that in a study conducted by Cruickshank, it was found that the average reading growth of E.M.L children is 4 months per year.[6]

Comparison of Resource Room and Control Group Students

Procedure: Students enrolled in the resource room program were also compared

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[6]Conference at Western Michigan University, Fall, 1973.

to the control group (as previously identified) in the area of reading. Again, control group students were subjected to the same pre and post test procedure as the resource room group.

Results: Table 2. indicates the results of pre and post testing for both groups.

COMPARATIVE RESULTS OF READING RECOGNITION SCORES FOR RESOURCE AND CONTROL GROUP

TABLE 2

RESOURCE				CONTROL			
S	Pre	Post	Gain/Loss (mos.)	S	Pre	Post	Gain/Loss (mos.)
1	2.0	2.0	0	1	3.8	3.9	+1
2	2.1	2.2	+1	2	3.0	3.0	0
3	4.8	6.1	+13	3	6.1	7.2	+11
4	4.4	5.1	+7	4	2.3	2.7	+4
5	3.5	4.5	+10	5	2.5	2.9	+4
6	3.6	4.1	+5	6	2.4	3.0	+6
7	2.3	2.8	+5	7	2.6	2.8	+2
8	4.1	5.9	+18				

Conclusions: Data from Table 2 suggests the following conclusions. As a group, the students comprising the resource room population scored significantly greater gains than did control group students. Average growth scores of the control group was +4 months as compared to +7 months for the resource room E.M.I. population.

The data also clearly indicated that individual growth scores tended to be greater in the resource room population than in the control group.

It can be concluded, therefore, that in terms of this study, the resource room setting appears to be more conducive to reading progress than the more traditional Type A setting.

EVALUATION OF PERFORMANCE OBJECTIVE #3.

IMPROVED READING COMPREHENSION - MODIFIED STANDARDIZED TEST

Procedure: In September, 1973, all resource room students were administered the first 10 parts of Gray Oral Reading Test.[7] Although this test is designed to evaluate a number of reading factors (rate, substitutions, omissions, etc.), only the comprehension aspect of this instrument was utilized in the present study.

This phase of the test requires students to read ten paragraphs of increasingly more demanding vocabulary and length. After each paragraph is read, the student is required to answer a short series of questions about text material.

The instrument was presented in a one-to-one situation. Students read required passages silently and wrote responses to the context questions. Thus the standard procedure for administering this test was modified. Modification of scoring procedures was likewise made, since no attempt has been made to convert raw scores (i.e., number of correct responses) into grade level equivalents.

The same test and modified procedures were repeated in March, 1974, for all students who had participated in the resource room reading program for a minimum of six months. Data concerning the remaining students is available upon request.

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[7] Gray Oral Reading Test, Manual of Information, 1963, The Bobbs-Merrill Company, Inc., New York, New York.

Results: Pre and post test scores for the nineteen students who were enrolled in this phase of the program appear in Table 3.

EVALUATION OF IMPROVED READING COMPREHENSION
MODIFIED-STANDARDIZED TEST

TABLE 3

S	Pre (raw score)	Post (raw score)	Gain/Loss (in percent)
1	5	13	160%
2	10	13	30
3	10	31	210
4	13	24	85
5	13	26	
6	14	19	100
7	15	31	107
8	18	28	55
9	19	30	59
10	20	26	30
11	21	22	5
12	22	33	50
13	22	29	39
14	22	24	9
15	24	25	4
16	25	30	20
17	28	37	32
18	28	37	32
19	29	29	0
	358		507

Pre test raw scores ranged from a low of 5 to a high of 29. The mean point score was 19. Post test scores ranged from 13 to 37. The mean post test score was 27. Eighteen students made gains in a positive direction with movement ranging from 4 percent to a high of 210 percent. One student remained at the pre test level. The average growth for the group is 54 percent.

Conclusions: Because this standardized test was modified in the manner indicated above, it would be difficult to indicate whether or not the

given results were statistically significant. The data does suggest, however, several trends:

(1) Students who scored in the lowest one third of this population on the pre test tended to make the most significant post test gains.

(2) Students who scored in the middle one third of this population on the pre test likewise tended to exhibit substantial growth patterns.

(3) Students who scored in the upper one third of this sample on the pre test tended to exhibit the least post test gains.

(4) The population, as a group, displayed what appears to be very positive growth.

It is therefore concluded that on this modified test instrument the sample population, as a whole, seemed to exhibit growth in reading comprehension skill and thus satisfy the stated goal of performance objective #3.

EVALUATION OF PERFORMANCE OBJECTIVE #4:

IMPROVED ARITHMETIC SKILL-STANDARDIZED TEST

Procedure: In September, 1973, the arithmetic section of the Wide Range Achievement Test was administered to all resource room students. This sub-test consists of a series of problems which begin at a very elementary level and gradually increase in difficulty. Correst responses (raw scores) are converted to grade level equivalents. The same sub-test and procedure were reported in March, 1974. Post Test scores reflect student progress over a six month learning period.

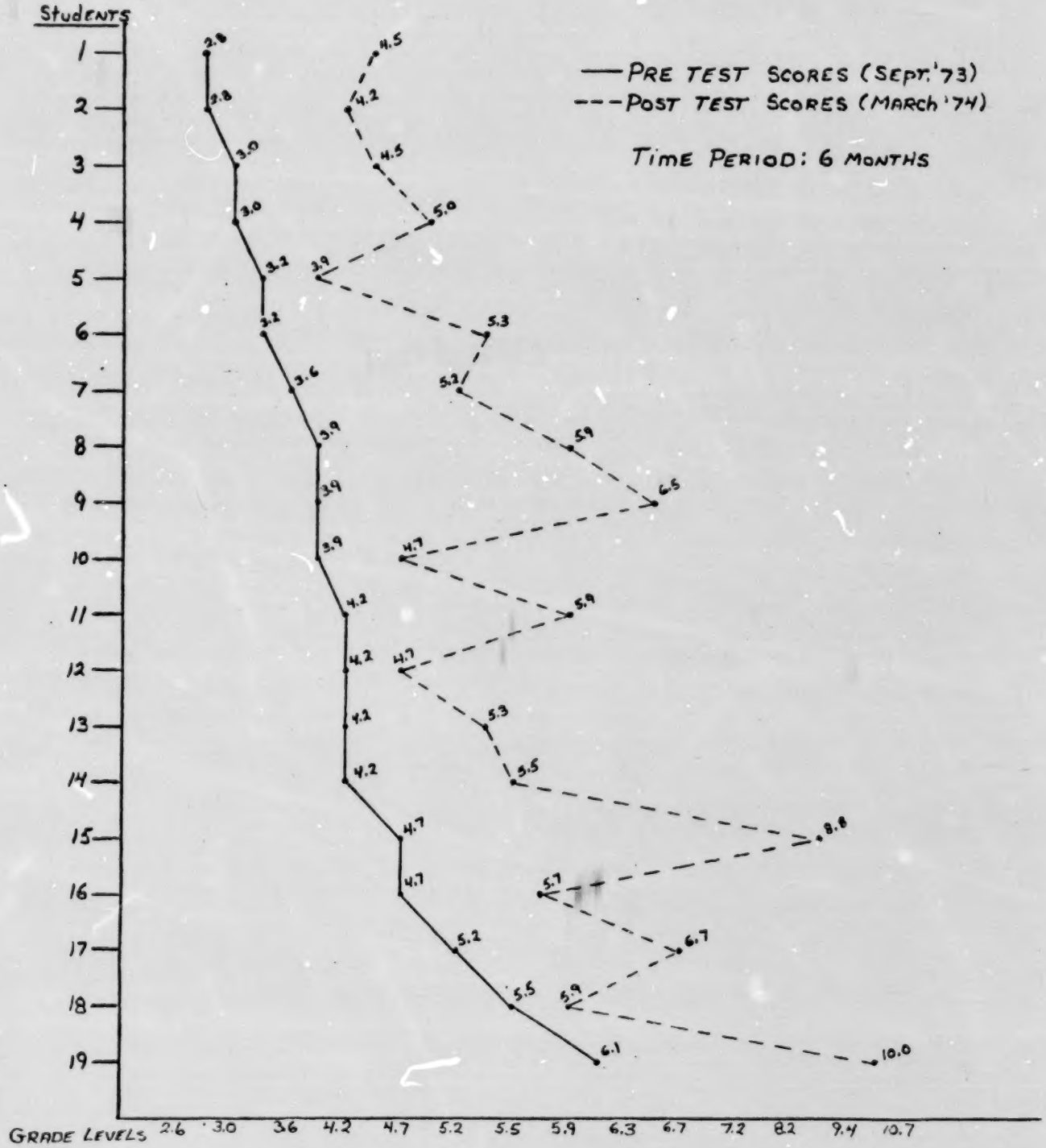
The data reported here reflects test results for only those students who participated in this program for at least six months. Data concerning the remaining students is available upon request.

Results: Pre and post test scores for the nineteen students who are enrolled in this phase of the program appear in Chart C.

WIDE RANGE ACHIEVEMENT TEST

(ARITHMETIC SUBTEST)

PRE + POST TEST SCORES



Pre test scores ranged from a low of 2.8 to a high of 6.1. The mean score was 4.0. Post test scores ranged from a low of 3.9 to a high of 10.0. The mean score was 5.7.

All nineteen students made gains in a positive direction.

Growth rates ranged from a low of +4 months to a high of +41 months. The average rate of growth for this population was +17.0 months!

Conclusions: Performance objective #3 required a testable reading growth of six months. The data above indicates that seventeen students, or 89% of the population, achieved or exceeded this requirement. Two students made positive gains less than six months (+5 months) and no student scored lower than originally tested.

In view of several remarkable individual growth gains and a group average of +17 months, it is felt that the requirements of performance objective #4 have been successfully achieved.

Comparison of Resource Room and Control Group Students

Procedure: Resource room and control group students were also compared in the area of arithmetic growth as measured by a standardized test instrument. Control group students were subjected to the same pre and post test procedures as were the resource room students (as outlined above).

Results: Table 4 indicates the results of pre and post testing for both groups.

COMPARISON OF RESOURCE ROOM AND CONTROL GROUP STUDENTS ON STANDARDIZED ARITHMETIC TEST

TABLE 4

	RESOURCE				CONTROL		
S	Pre	Post	Gain/Loss (6 mos.)	S	Pre	Post	Gain/Loss (6 mos.)
1	2.8	4.5	+17	1	3.2	3.2	0
2	2.8	4.2	+14	2	4.2	4.2	0
3	3.0	4.5	+15	3	3.6	3.2	-4
4	3.0	5.0	+20	4	3.6	4.5	+9
5	3.2	3.9	+ 7	5	3.6	4.7	+11
6	3.9	4.7	+ 8	6	3.9	3.6	-3
7	4.2	5.5	+13	7	2.4	3.2	+8
8	4.2	4.7	+ 5				

Conclusions: The data recorded above indicates the following:

(1) As a group, Type A resource room students scored significantly greater average gains (+12 months) than did control group students (+3 months);

(2) Individual growth rates also tended to be significantly greater for resource room students than the control group;

(3) All resource room students made positive gains whereas control students displayed both negative and zero performance;

(4) On the basis of the above, it may be concluded that students enrolled in the resource room program made better gains in arithmetic than those students enrolled in the more traditional Type A setting.

EVALUATION OF PERFORMANCE OBJECTIVE #5:

IMPROVED ARITHMETIC SKILLS - NON-STANDARDIZED TEST

Procedure: In September, 1973, all resource room students were administered a non-standardized, teacher developed arithmetic skills test. The test attempted to measure student proficiency in the following seven skill areas: (1) basic facts; (2) fundamental operations; (3) money concepts; (4) time concepts; (5) measurement concepts; (6) story problems; and (7) fraction skills.

The instrument was presented to students in a group situation. All sections were computed without time restrictions. Each section of the instrument yielded a raw point score. Each student's individual section scores and total scores were plotted and graphed on an arithmetic profile sheet.[8]

The same test and procedure were repeated in March, 1974, for all students who had participated in the resource room math program for a minimum of six months. Again point scores were entered on the profile sheet.

Results: Data gathered from pre and post testing appears in Table 5.

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[8]This test and profile sheet are available upon request.

EVALUATION OF IMPROVED ARITHMETIC SKILLS
NON-STANDARDIZED TEST

TABLE 5

S	Pre (raw score)	Post (raw score)	Gain/Loss (in percent)
1	88	168	91%
2	103	137	33
3	113	131	60
4	125	159	27
5	141	195	38
6	149	198	33
7	166	201	21
8	168	170	1
9	186	200	6
10	194	215	11
11	197	218	11
12	200	211	6
13	200	202	1
14	203	204	0
15	205	206	0
16	207	209	1
17	210	222	6
18	203	210	3
19	221	221	0

Pre test raw scores ranged from a low of 88 to a high of 221. The Mean point score was 173. Post test scores ranged from 137 to 222. The mean post test score was 196. Three students made no testable gains. Sixteen students made gains in a positive direction with movement ranging from 1 percent to a high of 91 percent. The average growth for the group is 18%.

Conclusions: Because this is a non standardized test instrument, it would be difficult to state significant, exact results. The foregoing data does suggest, however, several trends. It appears that students who obtained low pre test scores made the most significant post test gains. This indicates that the test accurately portrayed student weaknesses and that instruction in these areas resulted in obvious skill growth. The data also seems

to indicate that students who obtained "middle level" pre test scores also tended to exhibit growth patterns. Finally, students who tended to score near the upper limits of this test instrument on the pre test tended to exhibit small or no post test gains.

It is felt, then, that on this test the requirements of performance objective #4 were satisfied.

COMPARISON OF ATTENDANCE RATES FOR RESOURCE ROOM AND ALL SEVENTH GRADE STUDENTS

Procedure: It was felt that one key factor for assessing this program's influence on students would be revealed by examining attendance rates. It was hypothesized, therefore, that student acceptance of placement in this program would result in a lower absentee rate than that of the general school population.

In an effort to test this assumption, the attendance rate of students enrolled in the resource room program was compared to the average rate of attendance of the total seventh grade population.

To determine average absentee rates for each group, total days absent during the first four marking periods (i.e., 121 school days) was divided by the number of students in each population. (Again, only those students who were enrolled in the resource room program for six months were used in the sample.) Data concerning each group was taken from the official attendance record maintained by the administration at North Junior High School.

Results: Data gathered for this phase of evaluation appears in Table 6 below.

COMPARISON OF ATTENDANCE RATES FOR
RESOURCE ROOM AND ALL SEVENTH GRADE STUDENTS

TABLE 6

GROUP	TOTAL NO. OF STUDENTS	TOTAL ABSENCES	MEAN NO. OF ABSENCES
7th Grade	331	2145	6.48
Resource Room	19	98	5.15

Data given in Table 6 indicates that during the first four marking periods of school year 1973-1974, resource room students, as a group, had a much lower rate (+1 day) of absenteeism than did students in the general seventh grade population.

Conclusions: Results determined above seem to support the hypothesis that student placement in this program would result in a lower absentee rate than that of the general seventh grade school population.

PARENT SURVEY

Procedure: In an attempt to determine the attitudes of parents who had children enrolled in the resource room program, a brief questionnaire was developed.[9] This questionnaire consisted of six open ended statements that were completed by selecting one of two or three possible responses.

The first three statements were designed to determine how parents felt about the academic progress of their child. The fourth statement attempted to determine whether parents felt their child's progress (or lack of it) was directly attributable to the resource room program. The fifth statement represented an effort to determine parent perception of shifts in the child's attitude about himself and school as a result of resource room placement. The final survey statement was constructed in an effort to determine if there existed parental commitment to this program in terms of what they perceived their child's program should be during the next school year.

A survey form was mailed to the parents of eleven resource room students who were chosen as random samples.[10] These forms were returned to school either by the students or return mail.

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[9] See: Appendix 1 on page 31.

[10] Only the parents of non-Type A students (enrolled since September, 1973) were included in this survey.

Results: Of the eleven surveys distributed to parents, eight, or 73% percent of the surveyed population were returned. Data regarding each statement is presented in outline form below.

Statement 1. Attitude concerning overall classroom work (i.e. curriculum) presented to child:
100% - "just about right"
0% - "too easy for him"
0% - "too difficult for him"

Statement 2. Attitude concerning child's reading and spelling progress:
100% - "improved this year"
0% - "stayed about the same"
0% - "did not improve"

Statement 3. Attitude concerning child's arithmetic progress:
100% - "improved this year"
0% - "stayed about the same"
0% - "did not improve"

Statement 4. Attitude concerning student progress as directly attributable to resource room participation:
100% - "yes"
0% - "no"
0% - "cannot tell"

Statement 5. Attitude concerning feelings about self and school:
100% - "yes"
0% - "no"
0% - "cannot see any change"

Statement 6. Attitude concerning continued placement of child in resource room:
66% - "placement in eighth grade resource room program"
44% - "placement in regular eights grade program"

Conclusions: The data presented above generally indicates the following conclusions:

(1) Responses to statements 1, 2, and 3 appear to suggest that parents were most positive about the overall curriculum presented to their children and were likewise pleased with growth in the specific areas of language arts and mathematics.

(2) It also appears that an overwhelming number of parents felt that the resource room program enabled their child to make more progress than he otherwise would have.

(3) All parents also appear to feel very strongly that placement in the resource room enabled their child to feel more positively about himself as a person and about himself in relation to school.

(4) Most parents felt that the successes gained by their children warranted continued participation in the resource room setting. The "yes" score complemented what the 7th grade resource room program has accomplished for the students, so that several parents felt that their child had now progressed so well that regular class room placement is warranted.

SUMMARY

The foregoing pages represent an attempt to summarize the results of a pilot project at the conclusion of its second year of operation.

This report indicated that in terms of the five performance objectives upon which this project was based that four of the stated goals were achieved. The data also revealed that resource room E.M.I. students tended to display lower self-concept scores than did their control group counterparts, but made significantly better gains in the academic areas of reading and spelling. Finally, objective data indicated that the students under study had a much better attendance record than that of the general seventh grade population.

Subjective data suggested that the parents of students involved in this project were very favorably impressed and felt a need to continue this or a like program on both the seventh and eighth grade levels.

TWO YEAR SUMMARY
of
EVALUATED PROGRAM FACTORS

PROFILE A.

Total Resource Room Population
(mean gain/loss scores)

Performance Objective	First Year 1972-1973	Second Year 1973-1974
1. Reading (Standardized Test)	+ 6 mos.+	+ 11 mos.+
2. Reading (Non-standardized Test)	+ 11%	X
3. Reading (Modified Standardized Test)	X	+ 54%
4. Arithmetic (Standardized Test)	+ 7 mos.+	+ 17 mos.+
5. Arithmetic (Non-standardized Test)	+ 71%	+ 18%
Attendance	X	+ 1.33 days+
Total Population	24	26

+ achieved or exceeded stated objective
++ did not achieve stated objective
X not a factor evaluated that year

PROFILE B.

Resource Room E.M.I. Students
and
Control Group E.M.I. Students
(mean gain/loss scores)

Performance Objective	First Year (1972-1973)		Second Year (1973-1974)	
1. Self Concept	Resource +15.80	Control +7.25	Resource +6.00	Control +10.3
2. Reading (Standardized Test)	+ + 6 Mos.	+ 9 Mos.	+ + 11 Mos.	+ 4 Mos.
3. Arithmetic (Standardized Test)	+ + 7 Mos.	+ 1 Mo.	+ + 12 Mos.	+ 3 Mos.
Total E.M.I. Population	8	5	8	7

+Achieved or exceeded stated objective.
++Did not achieve objective.

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Mr. Sylvester Szymczak
Mr. Henry Visser
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Mrs. Jane Hutchins
Mrs. Peg Whitcomb
Mr. Jack Tomer
Mr. Aaron Williams
Mrs. Candice Warner

APPENDIX I

PARENT SURVEY

1. Do you feel that the classroom work given your child was:

   _____ too difficult for him.

   _____ too easy for him.

   _____ just about right.

2. Do you feel your child's reading skills:

   _____ improved this year.

   _____ did not improve.

   _____ stayed about the same.

3. Do you feel your child's arithmetic skills:

   _____ improved this year.

   _____ did not improve.

   _____ stayed about the same.

4. Do you feel that the Resource Room Program helped your child learn more than he otherwise would have?

   _____ Yes _____ No _____ Cannot tell

5. Do you feel that Resource Room placement has helped your child feel better about himself and about school?

   _____ Yes _____ No _____ Cannot see any change

6. If the Resource Room Program is offered on the 8th Grade level next year, which would you choose for your child?

   _____ placement in Resource Room 8th Grade program.

   _____ placement in the Regular 8th Grade program.

BUDGET SUMMARY

1973-74 North Junior High School Resource Room
Actual Program Costs

REVENUE:

State of Michigan -	
Type A Teacher's Salary	$ 7,290.00
Type A Student Membership Aide	3,150.00
Total State Funds Received	$10,440.00
Kalamazoo Valley Intermediate School District -	4,656.00
Portage Public Schools -	9,481.00
Total Revenue	$24,577.00

EXPENDITURES: By source of funds.

	Local	Intermediate	State*	Total
Teachers				
Special Education Personnel	$ .00	$ 2,764.00	$10,440.00	$13,204.00
General Education Personnel	9,109.00	.00	.00	9,109.00
Substitute	.00	.00	.00	.00
Aide	.00	.00	.00	.00
Supplies	162.00	162.00	.00	324.00
Travel	.00	.00	.00	.00
In-Service	.00	.00	.00	.00
Fringe	210.00	540.00	.00	750.00
Capital Outlay	.00	190.00	.00	190.00
Room Rent	.00	.00	.00	.00
Other costs	.00	1,000.00	.00	1,000.00
Total Expenses:	$ 9,481.00	$ 4,656.00	$10,440.00	$24,577.00

* Includes State Reimbursement for Teacher Salaries and Student Membership